

# **Remedial Education Policy Review**

The <u>Remedial Education Policy Review Task Force and Advisory Board</u> is comprised of representatives from public institutions of higher education and K-12 constituents (committee roster is attached). The group began meeting in May 2012 to review the Colorado Commission on Higher Education Remedial Education Policy (section I, part F).

# The Task Force was **charged** with:

- Embedding Colorado Academic Standards & national consortia assessments into the Remedial Education policy;
- Considering the effect of current policy on student success in postsecondary education and considering alternatives/improvements to the policy to increase student success;
- Creating a policy for implementation of Supplemental Academic Instruction (per HB12-1155);
- Aligning the statewide Admission Standards and Remedial Education policies;
- Considering how the rigor of high school curriculum may impact the development of this policy; and
- Considering differentiating placement procedures for math based upon declared program of study.

### **Task Force Guiding Principles:**

Colorado Statewide Remedial Education task force values clear communication between the primary stakeholder groups: (1) students, (2) K-12 and higher education, and (3) the public. The task force is informed by data, best practices, alignment with K-12, high school graduation guidelines, statewide admission standards, and transfer policy. For each of the stakeholder groups the outcomes of this policy revision is intended to be flexible, actionable and to allow multiple pathways to educational success. It is also imperative that the revised policy promotes a shared sense of responsibility and ownership among stakeholders.

### The revised **Policy Goals:**

The Remedial Education policy is designed:

- 1. To prepare students to be successful in credit bearing math and English courses.
- 2. To provide accurate and timely information regarding course, degree and support options for students identified as under-prepared.
- 3. To provide transparency by informing stakeholders, (1) students, (2) K-12 and higher education, and (3) the public about outcomes of remediation.

During the discovery process, the task force has been exposed to several presenters, reports and data elements to help inform their review of the policy. Below is a brief list of those **presentations and reports.** 

- Dr. Beth Bean discussed the types of research the Department of Higher Education conducts, including the 2011 Report on Remedial Education and the 2012 Legislative Report on the Postsecondary Progress and Success of High School Graduates.
- Education Commission of the States presented on the principles of developing an effective and efficient remedial policy.
- Partners from the Colorado Department of Education provided a thorough review of related education reform strategies, including the implementation of new Colorado Academic Standards, the role of higher education in designing the forthcoming state and national assessments, building high school graduation guidelines, understanding the criteria for earning a Postsecondary and Workforce Readiness endorsed diploma and data on Postsecondary Outcomes of High School Graduates.
- Dr. Robert Reichardt presented his research on the predictability of CSAP scores and the Admission Index for student success in college.
- Representatives from ACT and College Board discussed the validity of their assessments and the predictability of success.
- Partnership for Assessment of Readiness of College and Careers (PARCC) and Smarter Balance Assessments updated the task force on the new high school assessment.

### **Subcommittees**

The Task Force is now reviewing the policy and has created three subcommittees to address specific elements in the policy.

# The **Assessment subcommittee** is considering:

- Including other assessments in the policy to give institutions more flexibility;
- Which assessments should be considered; and
- If the CCHE should provide formal guidance over secondary assessments.

### The **Cut scores subcommittee** is considering:

- Whether the current cut scores are creating an environment of success for students;
- What data we need to review these scores; and
- If we need to modify the scores.

# The **Differentiated Placement** subcommittee is considering:

• Whether our policy should allow for differentiated placement policies for STEM and Non-STEM pathways.

#### Timeline

The Task Force and Advisory Board will meet in February and March to continue to review the policy. In April/May/June we will be seeking feedback on preliminary recommendations throughout the state. In July/August we will reconvene the Task Force and Advisory Board to finalize the draft policy and present it to the Commission later in the year.